

GR 12 MATHS – EXAM MEMOS

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NATIONAL NOV 2014 PAPER 1

► ALGEBRA AND EQUATIONS AND INEQUALITIES [21]

1.1.1 $(x-2)(4+x) = 0$

$$\begin{aligned} \therefore x-2 &= 0 & \text{or} & & 4+x &= 0 \\ \therefore x &= 2 & & & x &= -4 \end{aligned}$$

1.1.2 $3x^2 - 2x - 14 = 0$

$$\therefore x = \frac{-(-2) \pm \sqrt{(-2)^2 - 4(3)(-14)}}{2(3)}$$

$$\therefore x = \frac{2 \pm \sqrt{172}}{6}$$

$$\therefore x = 2,52 \text{ or } -1,85 <$$



1.1.3 $2^{x+2} + 2^x = 20$

$$\therefore 2^x \cdot 2^2 + 2^x = 20$$

$$\therefore 2^x (4 + 1) = 20$$

$$+5) \quad \therefore 2^x = 14$$

$$\therefore x = 2 <$$

1.2 $x = 2y + 3 \quad \dots \textcircled{1}$

$$3x^2 - 5xy = 24 + 16y \quad \dots \textcircled{2}$$

$$\textcircled{1} \text{ in } \textcircled{2}: \therefore 3(2y+3)^2 - 5y(2y+3) = 24 + 16y$$

$$\therefore 3(4y^2 + 12y + 9) - 10y^2 - 15y - 24 - 16y = 0$$

$$\therefore 12y^2 + 36y + 27 - 10y^2 - 15y - 24 - 16y = 0$$

$$\therefore 2y^2 + 5y + 3 = 0$$

$$\therefore (2y + 3)(y + 1) = 0$$

$$\therefore 2y + 3 = 0 \text{ or } y + 1 = 0$$

$$\therefore 2y = -3 \quad \therefore y = -1$$

$$\therefore y = -1$$

$$\textcircled{1}: \text{ For } y = -\frac{3}{2}: x = 2\left(-\frac{3}{2}\right) + 3 = -3 + 3 = 0$$

$$\& \text{ For } y = -1: x = 2(-1) + 3 = -2 + 3 = 1$$

$$\therefore \text{The solution: } \left(0, -\frac{3}{2}\right) \text{ or } (1, -1) <$$

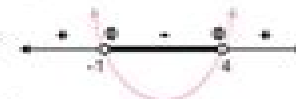
1.3 $(x-1)(x-2) < 6$

$$\therefore x^2 - 3x + 2 - 6 < 0$$

$$\therefore x^2 - 3x - 4 < 0$$

$$\therefore (x+1)(x-4) < 0$$

The expression:

 $x:$


$$\therefore -1 < x < 4 <$$

1.4 The roots are real when

$$-b-4 \geq 0 \quad \dots \Delta \geq 0$$

$$\therefore -b \geq 4$$

$$+(-1) \quad \therefore b \leq -4 <$$



► PATTERNS AND SEQUENCES [31]

2. $2 + 9 + 16 + \dots$ (to 251 terms)

2.1 $T_n = 2n - 5 <$

2.2 A.S.: $T_{251}?$: $a = 251$: $a = 2$: $d = 7$

$$T_n = a(n-1)d + T_1 \quad \therefore T_{251} = 2 + (251-1)(7) = 1752 <$$

$$\text{OR: It is a linear sequence: } T_n = an + b$$

$$\text{where } a = 7 \text{ and } b = T_1 - 5$$

$$\therefore T_n = 7n - 5$$

$$\therefore T_{251} = 7(251) - 5 = 1752 <$$

2.3 $\sum_{n=1}^{251} (7n-5) < \dots$ if you found T_n in 2.2

$$\text{OR: } \sum_{n=1}^{251} (7n-5) <$$


OR: Find T_n using the A.S. formula

$$T_n? : a = 2 : d = 7$$

$$T_n = a + (n-1)d \quad \therefore T_n = 2 + (n-1)(7) = 2 + 7n - 7 = 7n - 5$$

Then, sigma notation, as above.

2.4 $S_n = \frac{n}{2}(a + T_n)$, where $n = 251$: $a = 2$: $T_n = 1752$

$$\therefore S_{251} = \frac{251}{2}(2 + 1752) = 220127 <$$

OR:

$$S_n = \frac{n}{2}[2a + (n-1)d]$$
, where $n = 251$: $a = 2$: $d = 7$

$$\therefore S_{251} = \frac{251}{2}[2(2) + (251-1)(7)] = 220127 <$$

2.5 $2 + 9 + 16 + 25 + 36 + 49 + 64 + 81 + 100 + \dots$

Consider the series: $16 : 49 : 72 : \dots$

$$a? : T_n = 1752 \text{ (divisible by 4)} : a = 16 : d = 28$$

$$a + (n-1)d = T_n \quad \therefore 16 + (n-1)(28) = 1752 \quad \therefore (n-1)(28) = 1736 \quad \therefore n-1 = 62 \quad \therefore n = 63$$

$$\therefore 63 \text{ terms} <$$

OR: By inspection, after 16 every 4th term is divisible by 4. So, imagining T_1 to be inserted at the start, determine the number of groups of 4 terms up to T_{251} .

$$\text{The number of groups} = \frac{252}{4} \quad \dots 1 + 251 = 63$$

$$\therefore 63 \text{ terms divisible by 4} <$$

EXAM MEMOS: PAPER 1

Grade 12 2014 Mid Year Exemplar

Edmund H. Henderson



Grade 12 2014 Mid Year Exemplar:

Exemplars Graham Foster,Toni L. Marasco,2007 Exemplars show what rubrics tell about assessment criteria When exemplars complement rubrics a proven tool for describing expectations students are able to appreciate writing standards in a more concrete way back cover

Exemplars of Assessment in Higher Education Jane Marie Souza,Tara A. Rose,2023-07-03 Co published with While assessment may feel to constituents like an activity of accountability simply for accreditors it is most appropriate to approach assessment as an activity of accountability for students Assessment results that improve institutional effectiveness heighten student learning and better align resources serve to make institutions stronger for the benefit of their students and those results also serve the institution or program well during the holistic evaluation required through accreditation from the foreword by Heather Perfetti President of the Middle States Commission on Higher EducationColleges and universities struggle to understand precisely what is being asked for by accreditors and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors This compendium gathers examples of assessment practice in twenty four higher education institutions twenty three in the U S and one in Australia All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas assessment in the disciplines co curricular course program institutional assessment equity and inclusion general education online learning program review scholarship of teaching and learning student learning or technology These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature The book is organized in four parts Part One is focused on student learning and assessment and includes ten chapters The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters Part Three has a faculty engagement and assessment focus and Part Four includes four chapters on institutional effectiveness and assessment with a focus on strategic planning This book is a publication of the Association for the Assessment of Learning in Higher Education AALHE an organization of practitioners interested in using effective assessment practice to document and improve student learning

Preparing STEM Teachers Joanne E. Goodell,Selma Koç,2020-09-01 STEM project based instruction is a pedagogical approach that is gaining popularity across the USA However there are very few teacher education programs that focus specifically on preparing graduates to teach in project based environments This book is focused on the UTeach program a STEM teacher education model that is being implemented across the USA in 46 universities Originally focused only on mathematics and science many UTeach programs are now offering engineering and computer science licensure programs as well This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context Topics discussed will include sustainability features of the model and how program assessment innovative instructional programming classroom research and effectiveness research have contributed to its success The objectives of the book are To help educators gain insight into

a teacher education organizational model focused on STEM and how and why it was developed To present the theoretical underpinnings of a STEM education model i e deep learning conceptual understanding To present innovative instructional programming in teacher education i e projectbased instruction functions and modeling research methods To present research and practice in classroom and field implementation and future research recommendations To disseminate program assessments and improvement efforts

The NAEP ... Technical Report ,1992 **Handbook of Research on Teacher Practices for Diverse Writing Instruction** Hodges, Tracey S.,2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues perspectives and methods for writing instruction currently in use with an added lens focusing on diversity and equity It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting Covering topics such as student motivation curriculum development and content area instruction this major reference work is an essential resource for preservice teachers faculty and administration of K 12 and higher education academic libraries government officials school boards researchers and academicians

Building Thinking Classrooms in Mathematics, Grades K-12 Peter Liljedahl,2020-09-28 A thinking student is an engaged student Teachers often find it difficult to implement lessons that help students go beyond rote memorization and repetitive calculations In fact institutional norms and habits that permeate all classrooms can actually be enabling non thinking student behavior Sparked by observing teachers struggle to implement rich mathematics tasks to engage students in deep thinking Peter Liljedahl has translated his 15 years of research into this practical guide on how to move toward a thinking classroom Building Thinking Classrooms in Mathematics Grades K 12 helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur This guide Provides the what why and how of each practice and answers teachers most frequently asked questions Includes firsthand accounts of how these practices foster thinking through teacher and student interviews and student work samples Offers a plethora of macro moves micro moves and rich tasks to get started Organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year When combined these unique research based practices create the optimal conditions for learner centered student owned deep mathematical thinking and learning and have the power to transform mathematics classrooms like never before

Instructional Strategies to Move Learning Forward Douglas Fisher,Nancy Frey,Kierstan Barbee,Sarah Ortega,2025-06-26 50 Instructional Strategies for Developing Independent Learners Discover over 50 strategies to meet your students where they are and help them succeed Every

teacher faces a recurring question in the classroom What strategy will help this student learn right now With hundreds of potential strategies available the challenge lies in choosing the right approach at the right time Instructional Strategies to Move Learning Forward does exactly that equipping educators with thoughtfully curated instructional strategies designed to advance learning for all students Grounded in the Gradual Release of Responsibility GRR framework this book empowers you to select and implement purposeful strategies that address your students specific needs at a specific moment in their learning while ensuring long term success This content rich guide provides practical tools and insights that emphasize why when and how instructional strategies can move learning forward with Research informed rationale for why each strategy works and how each supports meaningful learning Detailed step by step guidance for implementation ensuring every strategy can be immediately applied in your classroom Adaptability across contexts Strategies designed for use across grades content areas and student needs including multilingual learners and those requiring differentiated support Connections for each strategy to the GRR framework for cohesive lesson planning and consistent results This resource is not about collecting tools it s about reflection intentionality and impact Whether you re a new teacher seeking strategies to build your toolkit or an experienced educator refining your craft this book will help you make informed instructional decisions that lead to powerful learning opportunities Learn how to foster clarity connection and critical thinking in your students while building confident and independent learners

Applied Rasch Measurement: A Book of Exemplars Sivakumar Alagumalai, David D. Curtis, Njora Hungi, 2006-03-30 While the primary purpose of the book is a celebration of John s contributions to the field of measurement a second and related purpose is to provide a useful resource We believe that the combination of the developmental history and theory of the method the examples of its use in practice some possible future directions and software and data files will make this book a valuable resource for teachers and scholars of the Rasch method This book is a tribute to Professor John P Keeves for the advocacy of the Rasch model in Australia Happy 80th birthday John xii There are good introductory texts on Item Response Theory Objective Measurement and the Rasch model However for a beginning researcher keen on utilising the potentials of the Rasch model theoretical discussions of test theory and associated indices do not meet their pragmatic needs Furthermore many researchers in measurement still have little or no knowledge of the features of the Rasch model and its use in a variety of situations and disciplines This book attempts to describe the underlying axioms of test theory and in particular the concepts of objective measurement and the Rasch model and then link theory to practice We have been introduced to the various models of test theory during our graduate days It was time for us to share with those keen in the field of measurement in education psychology and the social sciences the theoretical and practical aspects of objective measurement

Departments of Commerce, Justice, and State, the Judiciary, and Related Agencies Appropriations for 2003: Justification of the budget estimates, DoJ United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Commerce, Justice, and State, the Judiciary, and

Related Agencies,2002 **Does Collective Impact Work?** Frank Ridzi,Margaret Doughty,2017-10-04 The book seeks to demonstrate the ways in which collective impact approaches have guided the development of literacy coalitions over time Since community collaboration strategies developed to address social issues coalitions have grown from small networking organizations to powerful forces for change The history of literacy coalitions offers a timeline outlining the why who what where when and how of communities that were influenced by social and political changes and the ways coalitions responded and thrived The lack of literacy has held back economic development in the US and coalitions shine a light on issues associated with illiteracy and low school achievement Not all coalitions succeed and the book explores models of success funding strategies evaluation and impact The goal is to assist those developing coalitions by providing not only lessons learned but a blueprint for success Departments of Commerce, Justice, and State, the Judiciary, and Related Agencies Appropriations for 2003 United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Commerce, Justice, and State, the Judiciary, and Related Agencies,2002 **International Practices to Promote Budget Literacy** Harika Masud,Helene Pfeil,Sanjay Agarwal,Alfredo Gonzalez Briseno,2017-08-09 Budget literacy is defined as the ability to read decipher and understand public budgets to enable and enhance meaningful citizen participation in the budget process It is comprised of two main parts i a technical understanding of public budgets including familiarity with government spending tax rates and public debt and ii the ability to engage in the budget process comprising of practical knowledge on day to day issues as well as an elementary understanding of the economic social and political implications of budget policies the stakeholders involved and when and how to provide inputs during the annual budget cycle Given that no international standards or guidelines have been established for budget literacy education to date this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries The underlying presumption is that when supply side actors in the budget process governments simplify and disseminate budget information for demand side actors citizens this information will then be used by citizens to provide feedback on the budget However since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth helping them evolve into civic minded adults with the essential knowledge needed for analyzing their government s fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources This book elaborates on approaches learning outcomes pedagogical strategies and assessment approaches for budget literacy education and presents lessons that are relevant for the development improvement or scaling up of budget literacy initiatives

Handbook of Personality Disorders W. John Livesley,Roseann Larstone,2018-02-15 The leading reference on personality disorders and their treatment this authoritative work is now significantly revised with 80% new material reflecting important advances in the field Preeminent experts provide in depth coverage of conceptual and taxonomic issues

psychopathology epidemiology and longitudinal course etiology and development and specific diagnoses Diagnostic issues are explored and available assessment instruments discussed All available evidence based treatments are reviewed in consistently organized chapters that cover theoretical and empirical foundations as well as clinical strategies facilitating comparison of the various approaches New to This Edition Incorporates more than 15 years of major research advances includes 21 chapters on new topics Critically examines DSM 5 diagnostic criteria Chapters on additional treatments mentalization based treatment schema focused therapy transference based psychotherapy and systems training for emotional predictability and problem solving Chapters on dimensional models longitudinal studies and personality pathology in children and adolescents Chapters on specific diagnoses antisocial psychopathic borderline and obsessive compulsive personality disorder Integrative section introductions by the editors See also Integrated Treatment for Personality Disorder edited by W John Livesley Giancarlo Dimaggio and John F Clarkin which weaves multiple well established intervention strategies into a systematic modular approach

Teaching Spelling Edmund H. Henderson,1990 **Emerging Technologies for the Classroom** Chrystalla Mouza,Nancy Lavigne,2012-11-07 This book provides contemporary examples of the ways in which educators can use digital technologies to create effective learning environments that support improved learning and instruction These examples are guided by multiple conceptual and methodological traditions evolving from the learning sciences and instructional technology communities as well as other communities doing important work on learning technologies In particular the book provides examples of technology innovations and the ways in which educators can use them to foster deep understanding collaboration creativity invention and reflection Additional examples demonstrate the ways in which emerging mobile and networked technologies can help extend student learning beyond the confines of the classroom wall and support student directed learning and new media literacies [The Encyclopedia of Middle Grades Education \(2nd ed.\)](#) Steven B. Mertens,Micki M. Caskey,Nancy Flowers,2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry

Keeping the Leadership in Instructional Leadership Linda L. Carrier,2017-03-16 In a high stakes and testing focused school climate principals strive to develop and refine the skills that will make them effective instructional leaders

This book discusses how a narrow focus on day to day operations and management can limit the potential for effective instructional leadership by drawing attention away from the behaviors and interpersonal skills that enable school administrators to succeed Building on stories from experienced principals in school districts across the country author Linda L Carrier offers practical tips and strategies for restoring the human dynamic of instructional leadership Keeping the Leadership in Instructional Leadership Developing Your Practice is designed to facilitate personal reflection and conversation about leadership practice and its advice will empower principals and administrators to transform their schools into highly engaged communities of learners **Growing Language Through Science, K-5** Judy Reinhartz,2015-03-25 Foster life long teacher learning embedded in effective teaching practices and the science standards Growing Language Through Science offers a model for contextualizing language and promoting academic success for all students particularly English learners in the K 5 science classroom through a highly effective approach that integrates inquiry based science lessons with language rich hand on experiences You ll find A wealth of instructional tools to support and engage students with links to the Next Generation Science Standards NGSS Presentation and assessment strategies that accommodate students diverse needs Ready to use templates and illustrations to enrich the textual discussion Field tested teaching strategies framed in the 5Es used in monolingual and bilingual classrooms **Resources in Education** ,2001-04 Applied Language Learning ,2018

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